

# **Cooperative Learning ~ The Real Deal**



**IDEAS TO HAVE EVEN MORE STUDENTS ENGAGED!**

**NYSAFLT Rochester Regional Conference**

**Presented by Christi Pagano and Allison Smerka**

**March 5, 2016**

**\*\*These strategies are from Dr. Kagan's book *Cooperative Learning*.  
We have added clarifications/additional instructions to various activities to make them  
more easily understood.\*\***

# NOTES

## Quiet Signal:

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### ONE STRAY

Classbuilding OR Content

**One teammate “strays” from his/her team to a new team to share or gather information.**

1. A number is randomly called and that number student from each team stands up. The remaining three teammates remain seated but raise their hands.
2. Teacher calls, “Stray.”
3. Standing students stray to a team that has their hands up.
4. Teams lower their hands when a new member joins them.
5. Students work in their new teams to share or gather information.



#### **Optional:**

Students return to their original teams to share what they learned when they strayed.

#### **Random Teams:**

Three rounds of One Stray can be used to form random teams. A different number is called each round and students may not join a team where a former teammate is seated.

## Notes/Ideas:

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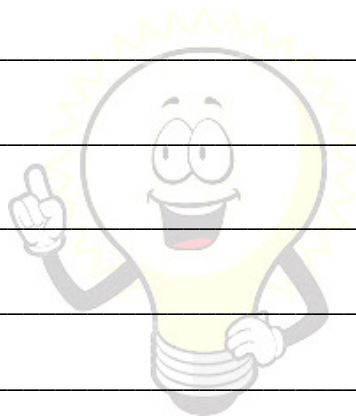
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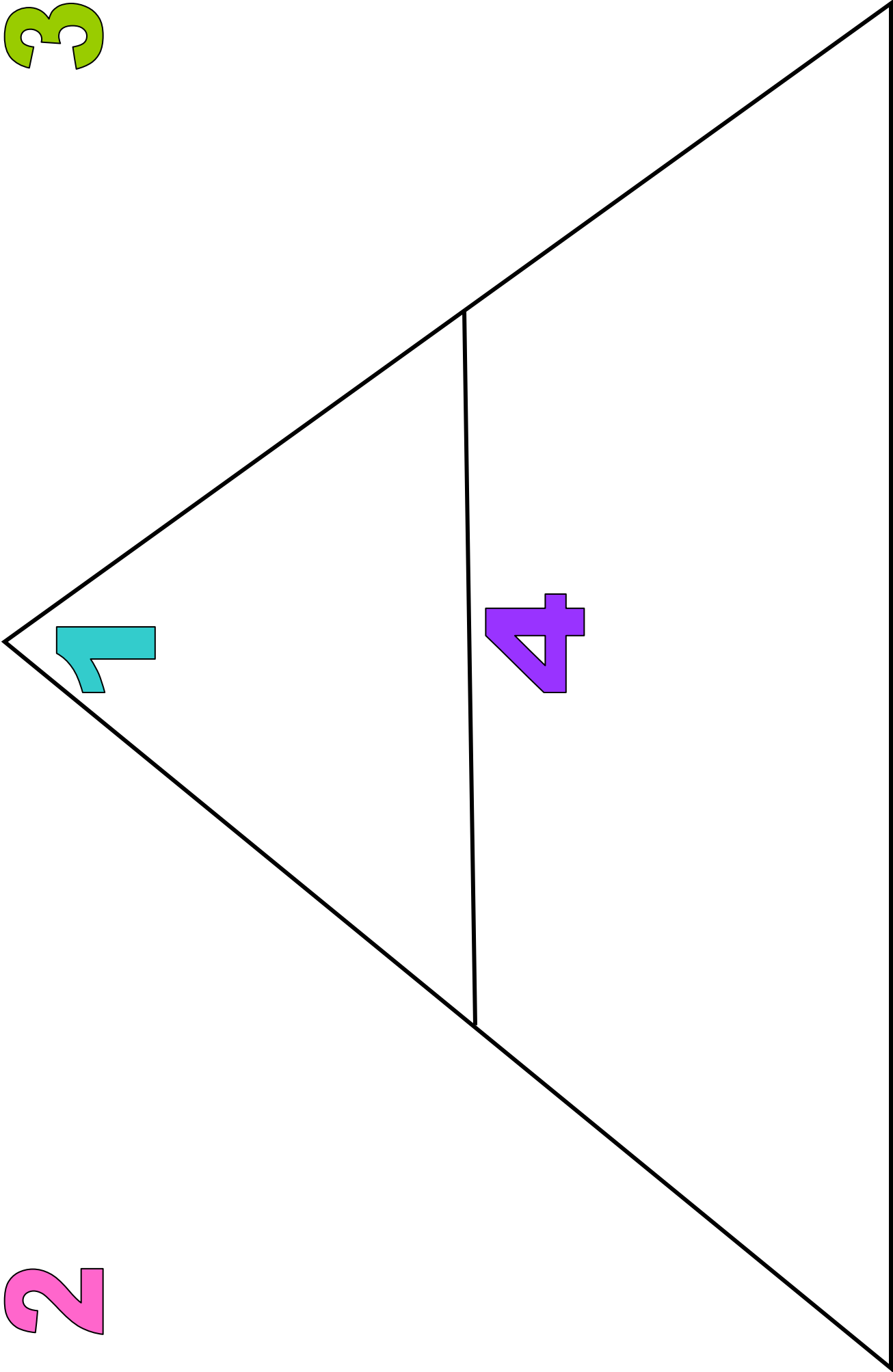
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Team Name:

**Based on previous experiences, how would you describe Cooperative Learning?**

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**Teacher A:**

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**Teacher B:**

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**Teacher C:**

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**Positive Interdependence =** \_\_\_\_\_

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**Individual Accountability =** \_\_\_\_\_

\_\_\_\_\_

**Equal Participation =** \_\_\_\_\_

\_\_\_\_\_

**Simultaneous Interaction =** \_\_\_\_\_

\_\_\_\_\_

**Classbuilding:**

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**Teambuilding:**

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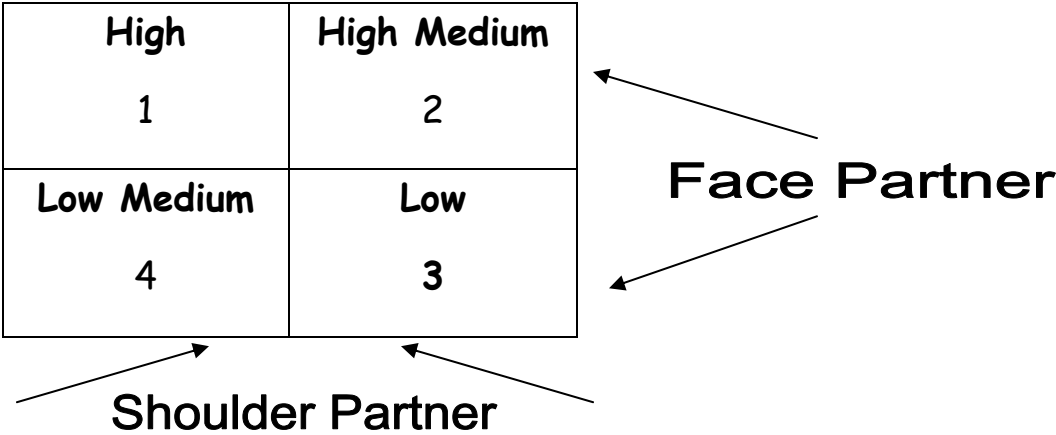
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**Content:**

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**Forming Groups:**



**Notes/Ideas:**

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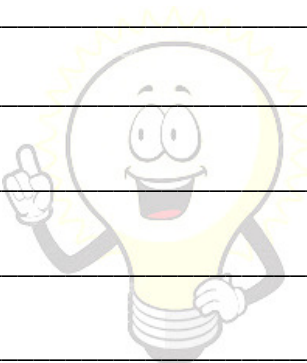
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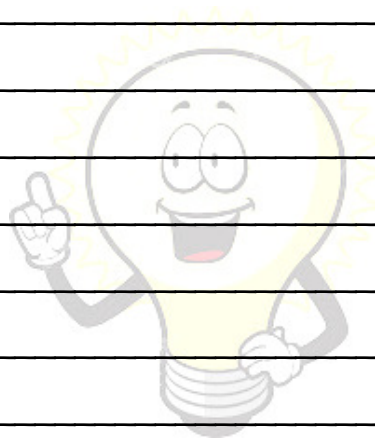
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## OTHER NOTES:



**Students quiz a partner, get quizzed by a partner, and then trade cards to repeat the process with a new partner.**

**Setup:** The teacher prepares a set of question cards for the class (or you can have students create the question cards – the question is on one side of the card and the answer is on the other).

1. The teacher tells students to “Stand up, put a hand up, and pair up” to find a partner. Be aware of students doing a “drive-by” where they walk right by someone who has his/her hand up and needs a partner. Also, be on the lookout for students clumping in one area.
2. Partner A quizzes Partner B. (Partner A reads the question to Partner B – Partner A may show Partner B the question).
3. Partner B answers.
4. Partner A **praises** or **coaches**. In order to coach, Partner A must give a tip or a hint to Partner B. Partner A can give two tips/hints. If Partner B is incorrect after the second hint, Partner A tells Partner B the answer and Partner B must repeat the answer.
5. Partners switch roles.
6. Partners trade cards and thank each other.
7. Repeat steps 1-6 a number of times. Students continuously keep walking around the room finding various partners. This activity can last from a few minutes to 10-15 minutes.



**Variations:**

If you don't want students to wander around the room to find a partner, you can do an Inside-Outside Circle instead.

When creating the cards, you can put the question and answer on one side and then have the question re-written on the other side for the partner to see.

I have done Quiz-Quiz-Trade with “get to know you” questions. I have cards (or students could create them) with generic questions like, “What is your favorite food?” There obviously will not be a correct answer – it's just to ask a lot of classmates a variety of questions to help students get to know each other.

**“Great Job!” Phrases**



“Honk honk! Good job good buddy!”

“You're *grate grate grate!*”

“Sparkle!”



**Notes/Ideas:**

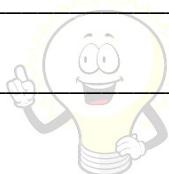
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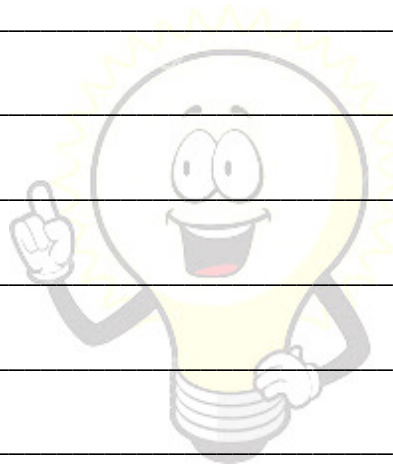
**Teammates place Talking Chips in the center of the table to ensure that everyone contributes to the team discussion. This is a free flow of ideas.**

**Setup:** Each student receives two “Talking Chips.” You can have them use a small slip of paper. Each student then writes his/her initials on each slip of paper. You also can give each student 2 chips that are colored – each student is given a different color than the other students in the group so that you can tell who has already spoken.

1. The teacher provides a DISCUSSION topic and provides think time.
2. ANY STUDENT begins the discussion and places one of his/her chips in the center of the table.
3. Any student with a chip then continues the discussion by placing his/her chip in the middle of the table.
4. When all chips are used, teammates each collect their chips and continue the discussion again using their Talking Chips. Students without any chips left must wait until all other teammates have used all of their chips before they collect their chips back and continue the discussion.



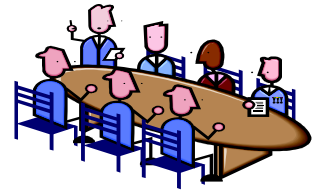
### Notes/Ideas:



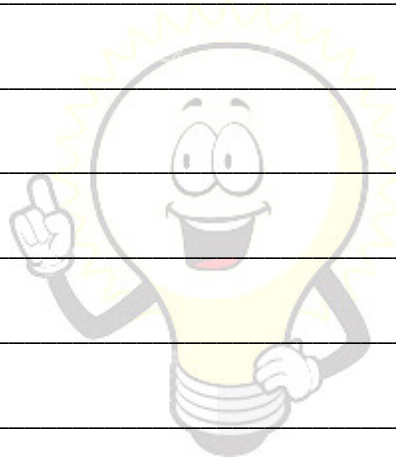


1. The teacher provides a task to which there are multiple possible responses and provides think time.
2. Students take turns passing a paper and a pencil or a team project. Each student writes one answer or makes a contribution.

**RoundTable Consensus** – Students must reach consensus before recording each answer.



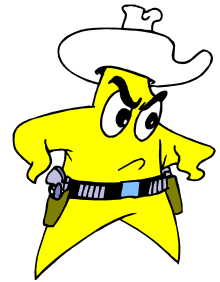
### Notes/Ideas:



**When the Showdown Captain calls, “Showdown!” all teammates display their answers. Teammates coach, if necessary, and then celebrate once all team members are correct.**

**Setup:** Teams each have a set of question cards stacked face down in the center of the table. You also can put cards in a brown bag and have them pull a card from the bag. It is a good idea to create a “Showdown Captain” sign so that the teammates (and you!) will know who the Showdown Captain is (you can make a little paper tent to sit on the desk).

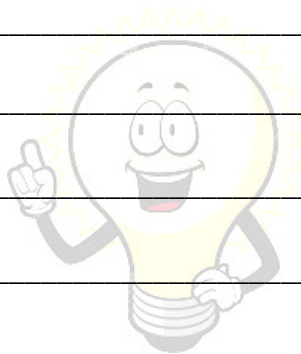
1. The teacher selects one student on each team to be the Showdown Captain of the first round.
2. The Showdown Captain draws the top card from the pile (or pulls a card out of the bag), reads the question, and provides 3-10 seconds of think time. The Showdown Captain can place the question card in the center of the group so all students can look at the question again if they need to.
3. Working alone, all students, *including the Showdown Captain*, write their answers.
4. When finished, teammates flip over their answer so that no one can see it.
5. The Showdown Captain calls, “Showdown!”
6. All teammates show the Showdown Captain their answer. If a teammate is incorrect, the Showdown Captain coaches him/her.
7. Once all of the answers are correct, the Showdown Captain leads the “celebration” by saying a “Great job!” phrase.
8. The person to the left of the Showdown Captain now becomes the new Showdown Captain for the next round. The game continues!



**Modifications:**

Instead of using cards, students can play Showdown with oral questions from the teacher, from questions on a handout, or from questions projected onto a screen.

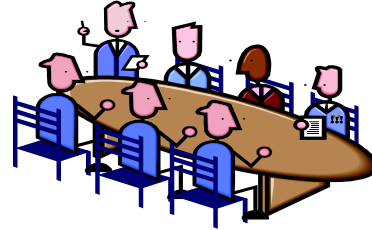
**Notes/Ideas:**



**In teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so that each teammate can add to the prior responses.**

**Setup:** Each team needs four pieces of paper and four pencils.

1. The teacher assigns a topic or question and provides think time.
2. All four students respond, simultaneously writing, drawing, or by building something with manipulatives.
3. The teacher signals time (or students place thumbs up when they are done with the problem).
4. Students pass papers or projects one person clockwise.
5. Students continue, adding to what was already completed.
6. Continue, starting at step 3.



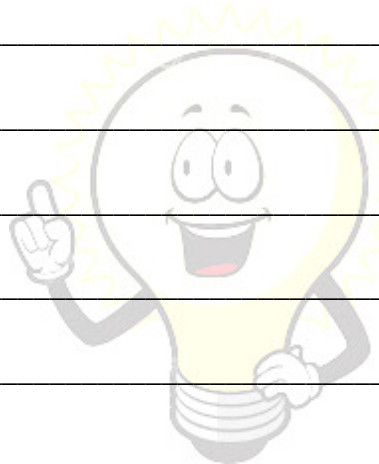
**Optional:**

**Pass-N-Praise** – Students are instructed not to release their paper until they have received a praise phrase that makes them feel good.

**Hint:**

Simultaneous RallyTable works well when each paper is labeled with a related topic. (Example: the four food groups, four different historical characters, etc.).

**Notes/Ideas:**



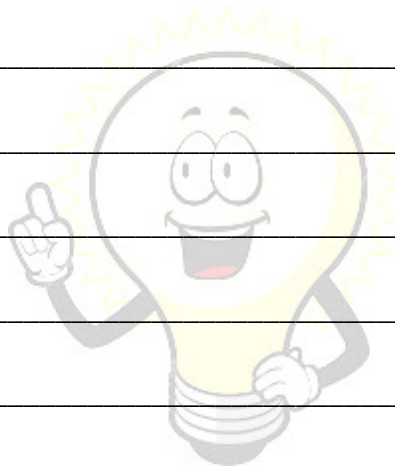
Teammates “cover the table” with ideas that they have written on slips of paper.

**Setup:** Students each have multiple small slips of paper (6 small slips of paper work well for each student).

1. Teacher names a topic, sets a time limit (3 minutes), and provides think time. (Example: In three minutes, how many questions can you write that have the answer of 17? What are ways that we could reduce poverty?) Make sure that students think before they begin writing.
2. Students WRITE AND SAY OUT LOUD each idea as they write it down – only one idea can be written on each slip of paper. Students say it out loud because once they say it, no one else can repeat that answer. (Students “Say it, write it, and place it.”)
3. Each slip of paper is placed in the center of the table right after the student has written on it; students attempt to “cover the table” with their ideas. No slips of paper should overlap so that students can double check for repeats.



**Notes/Ideas:**



This activity is from our colleague, Rachel Garra.

Students write questions on a sheet of paper. Then, they crinkle it up and have a snowball war by throwing their papers!



**Setup:** Each student receives one sheet of paper.

1. Students write their own name and their questions on a sheet of paper (you determine the number of questions). **Optional:** Students can write the answers to the questions they created on the back of their paper so that the other student who gets it can instantly check his/her answers.
2. Students take their paper and crinkle it up to make a “snowball.”
3. Next, all students throw their “snowball” to someone else and then they continue the “snowball war” by picking up other “snowballs” that are near them and throwing them to other students.
4. The teacher tells the students to stop the “snowball war.” Each student needs to pick up the “snowball” that is the closest to him/her. Each student then completes the quiz that is on the “snowball” by writing his/her answers directly on the paper. If the answers are given on the back, the student can instantly check his/her answers.
5. Once the students have completed the quiz, students can return the quiz to the original owner who can then review any questions with the student who completed it.

**Variation:**

You can have the students do a RallyCoach with the quiz they receive after the “snowball war.” They can work with their shoulder or face partner and pass it back and forth and coach each other.

**Notes/Ideas:**

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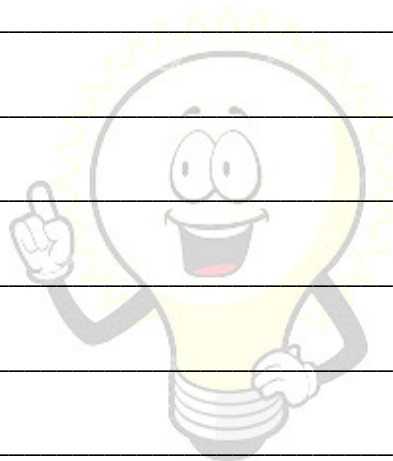
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**Students are assigned certain colored strips of paper. They can only touch the color that they were assigned to create a conversation that goes in a logical order.**

**Setup:** 5 strips of color-coded paper per teammate.

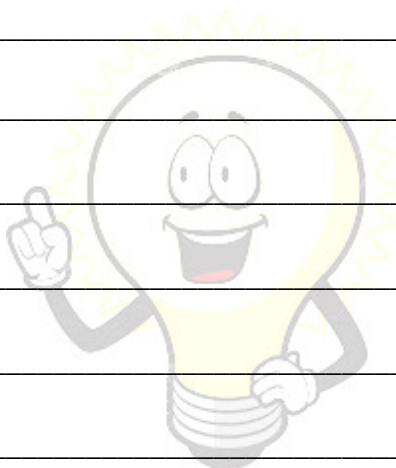
1. Assign each student a specific colored strip of paper.
2. Next, teacher tells the students that they need to create a logical conversation but that students can only touch the colored strips of paper that they were assigned.
3. Go around the group, beginning with Student #1. Student #1 puts down one of his/her strips of paper. Next, Student #2 puts down one of his/her strips of paper either before or after Student #1's strip of paper.
4. Students continue around their group adding one sentence strip at a time. If a student disagrees as to where another student places his/her strip of paper, they must tell that student to move it. A student cannot move another student's strip of paper. The students are trying to create a logical conversation.
5. Once the group believes that the conversation is in a logical order, the teacher can then check the conversation and give hints if anything needs to be changed.

**Optional:**

Once the group's conversation is correct, the teacher can have the students rearrange the conversation in a different order that would still make sense.

You can create the sentence strips on either different colored sheets of paper OR just have the strips on the same colored sheet of paper but change the color of the text.

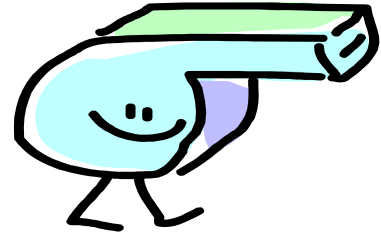
**Notes/Ideas:**



**Partners take turns, one solving a problem while the other one coaches.**

**Setup:** Each pair needs ONE set of high-consensus problems and ONE pencil to share. The paper stays in between the two students – the pencil is the only thing that gets passed.

1. Partner A solves the first problem (you can have students work with their shoulder partner) by talking out the steps needed to reach his/her final answer.
2. Partner B watches and listens, checks, coaches, if necessary, and then praises. I tell the students that it's like watching a tennis match – the player is out on the court and the coach is on the sideline. The coach can't jump on the court and play for the player – the coach can only shout recommendations to the player.
3. Partner B solves the next problem.
4. Partner A watches and listens, checks, coaches, if necessary, and then praises.
5. Partners repeat taking turns solving successive problems.

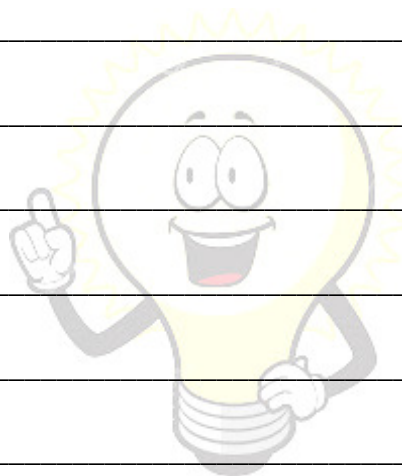


**Note:** RallyCoach may be used with worksheet problems, oral problems provided by the teacher, and with manipulatives.

**Variation:**

**Pairs Check** – After solving two problems, pairs check their answers with the other pair in their team.

**Notes/Ideas:**



**NOTE:** Round = Working with the whole group of 4; Rally = Working with a partner; Robin = Students will be “chirping” (talking)

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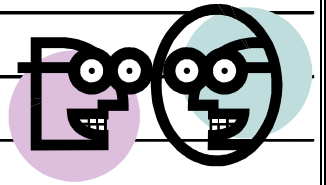
**Single RoundRobin** – The team does just one round of sharing where each teammate gets just one turn to talk.



# SILLY SPORTS

## Classbuilding Activities

Magic Number



Freeze Tag



Conga Line



**Thank you for attending our presentation!**  
**Please feel free to contact us!**

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